DOCUMENT RESUME

ED 092 260 40 PS 007 406

AUTHOR Mayer, Colleen A.
TITLE Understanding Young Children: Language Development and Language Disabilities.
INSTITUTION Alaska Treatment Center for Crippled Children and Adults, Inc., Anchorage.; ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.
PUB DATE Jul 74
GRANT OEG-0-9-110305-4701
NOTE 35p.; For other documents in this series, see PS 007 403-405 and 407
AVAILABLE FROM Publications Office/I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 117, $1.25)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Auditory Discrimination; *Child Language; *Early Childhood Education; Emotional Development; Expressive Language; *Language Development; *Language Handicaps; Language Patterns; Motor Development; Perceptual Development; Receptive Language; Speech Improvement; *Teaching Guides; Teaching Methods; Verbal Communication

ABSTRACT

This booklet offers practical, easy-to-read suggestions for teachers, paraprofessionals, and parents to help them understand language development and language disabilities. The first section highlights some of the factors involved in language development. The second section deals with some of the common causes for language disabilities and provides numerous suggestions for appropriate language activities. Cartoon-style drawings illustrate the text. This booklet should be especially helpful in the training of teachers and caregivers who work with handicapped children in a regular classroom. (CS)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 092260

UNDERSTANDING YOUNG CHILDREN: LANGUAGE DEVELOPMENT AND LANGUAGE DISABILITIES

By
Colleen A. Mayer

Illustrated by
De Lana Acton and Colleen A. Mayer

PS 007406

Prepared at the
Alaska Treatment Center for Crippled Children and Adults
3710 East 20th Avenue
Anchorage, Alaska 99504

Helen D. Beirne, Ph. D., Project Director
Marion D. Bowles, Assistant Director

ERIC Clearinghouse on Early Childhood Education

University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

UNDERSTANDING YOUNG CHILDREN:
LANGUAGE DEVELOPMENT AND LANGUAGE DISABILITIES

By
Colleen A. Mayer

Illustrated by
De Lana Acton and Colleen A. Mayer

Available from:
Publications Office/IREC
College of Education/University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Price: $1.25 Catalog: # 117

July 1974

Funded by:
Early Childhood Education Project (P.L. 91-230)
Bureau of Education for the Handicapped U.S.O.E.
Grant No. O.E.G. 0-9-110305-4701

This paper was produced pursuant to a contract with the National Institute of Education, partially supported by a contract with the Office of Child Development. Points of view or opinions stated do not necessarily represent official government position or policy.

The Understanding Young Children Series

This series of five booklets offers practical, easy-to-read suggestions for teachers, parents, and caregivers working with normal and handicapped young children. Individual titles are:

The Handicapped Child in the Normal Preschool Class	#114	$1.75
Emotional and Behavioral Development and Disabilities	#115	$1.75
Learning Development and Disabilities	#116	$1.25
Language Development and Disabilities	#117	$1.25
Intellectual Development and Disabilities	#118	$1.25

(Set of 5 booklets: $7.00)

The UYC Series was made available through the Alaska Treatment Center for Crippled Children and Adults, Anchorage, Alaska. We would like to thank the center's staff members for permitting us to reprint this series.

Contents

Language Development..... 1

Language Disabilities..... 16

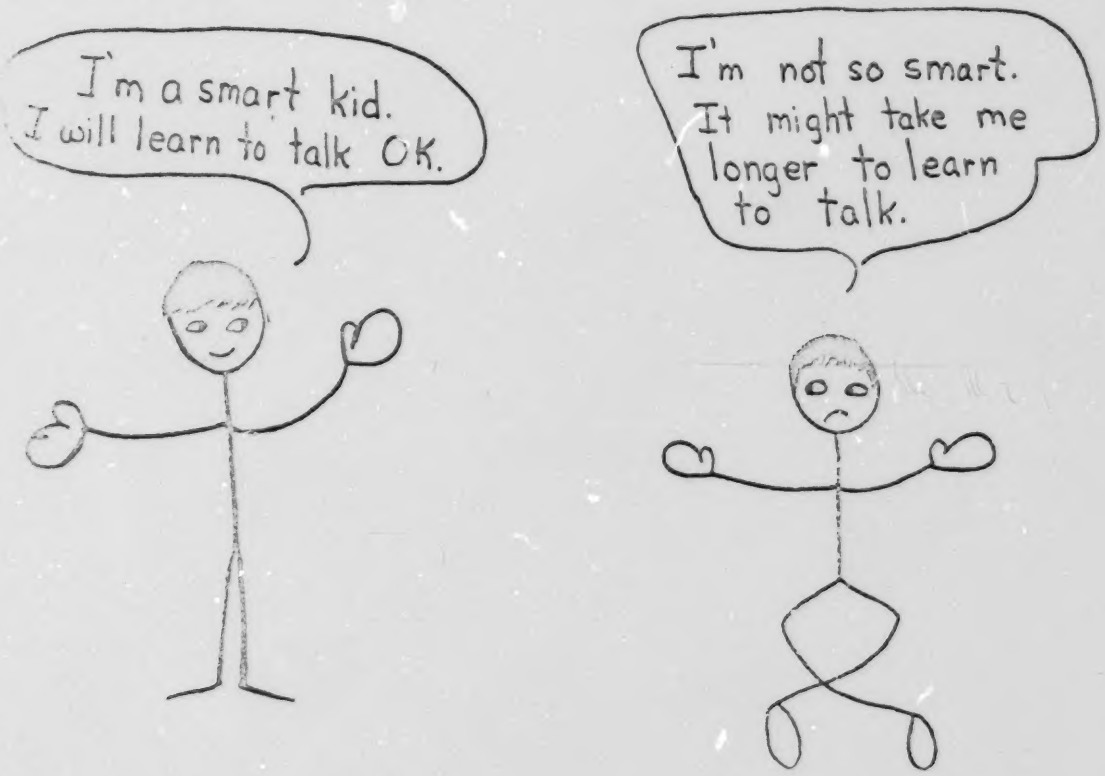
LANGUAGE DEVELOPMENT

SPEECH AND LANGUAGE DEVELOPMENT

Language development is extremely important in the growth of the child. A major part of learning depends on acquiring language, which is essential for almost all higher mental processes, such as thinking, planning, reasoning, paying attention, remembering and judging.

The development of speech and language, however, is dependent on other areas of growth.

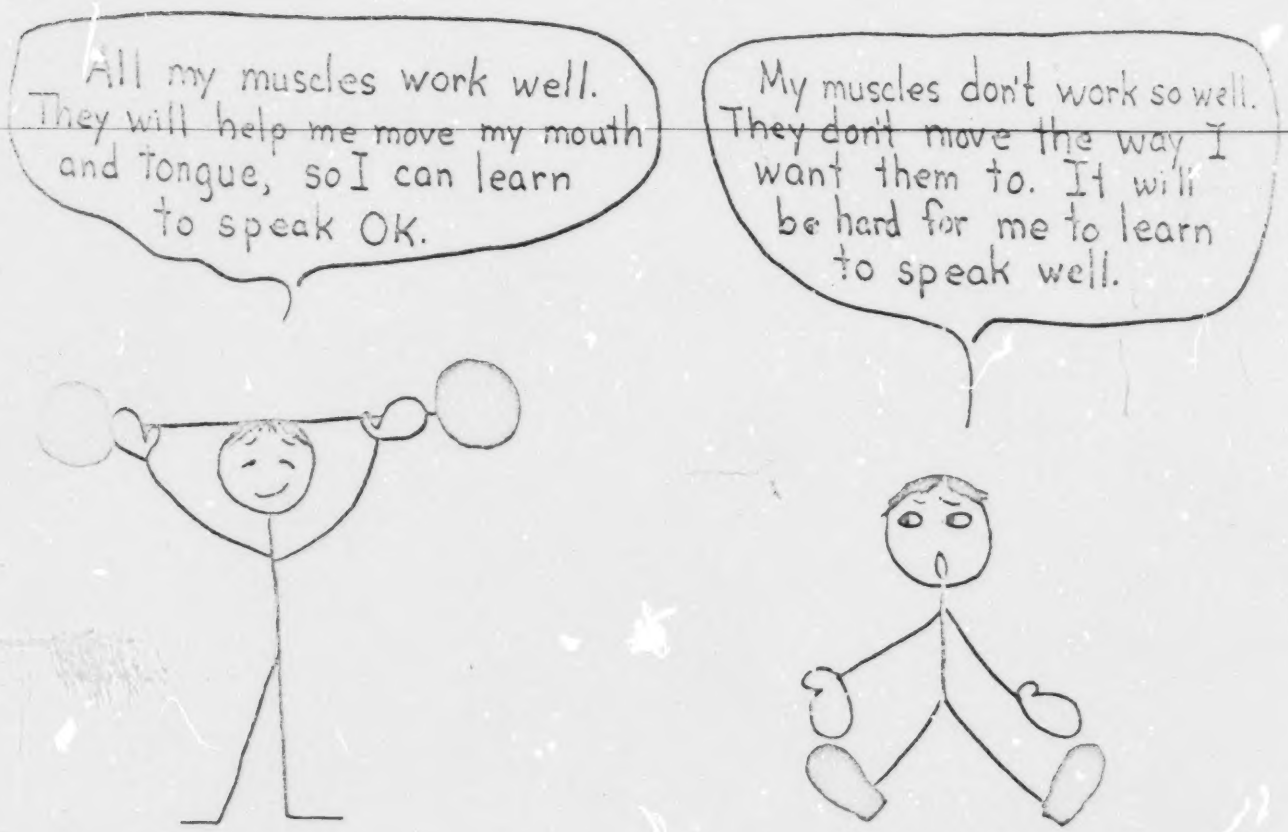
Intellectual Development



Perceptual Development

Emotional Development

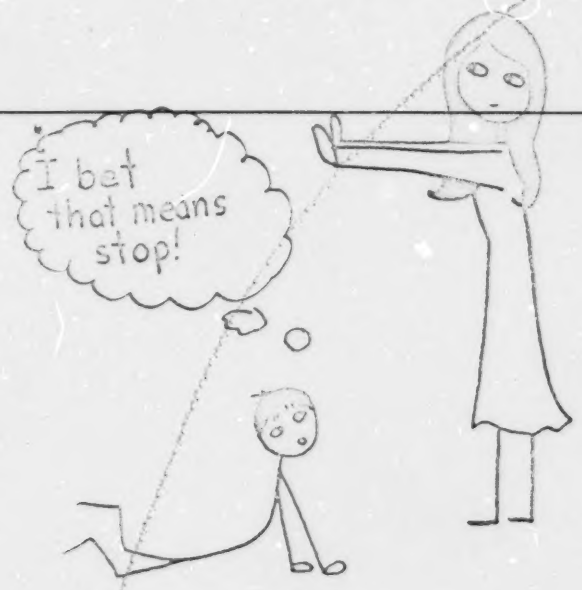
Motor Development


All my muscles work well. They will help me move my mouth and tongue, so I can learn to speak OK.
My muscles don't work so well. They don't move the way I want them to. It will be hard for me to learn to speak well.

As in most other areas of development, language and speech abilities progress in a continuing manner, though periods may overlap, and the rate of progress may vary. Speech and language skills do not occur automatically, but must be learned. It is from the people he is most frequently exposed to that a child gets his language and speech abilities. The habits, good or bad, of those around him will become his habits.

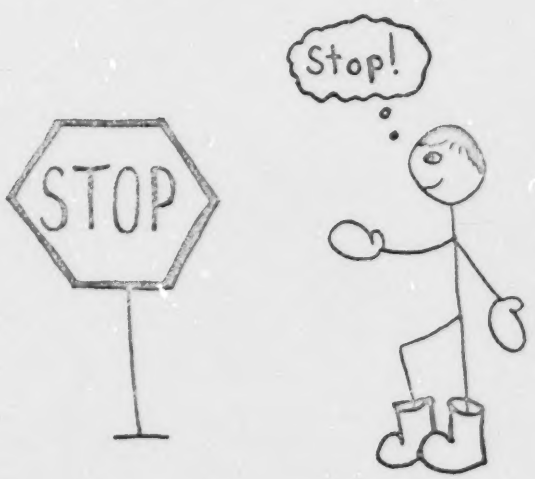
Some definitions may be helpful in understanding the complex process of how a child learns to talk:

1. Receptive language is the ability to understand ideas or feelings presented by symbols, gestures, writing, or speech.



Gesture (1)

Oral (2)



Written (3)

PS 007406

2. Expressive language is the ability to convey this understanding to others.

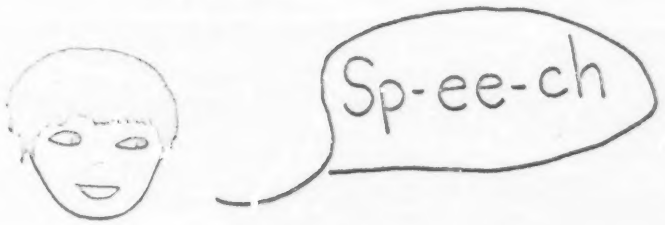
Gesture (1)

Oral (2)

NO!

Written (3)

3. Speech is a system of vocal sounds used for communication.

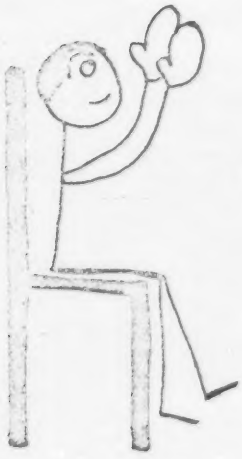


Development of Language Structure

Initially, a baby uses reflex sounds and gestures as his language. Some mothers are highly skilled in telling what their babies are saying by the cries they hear.

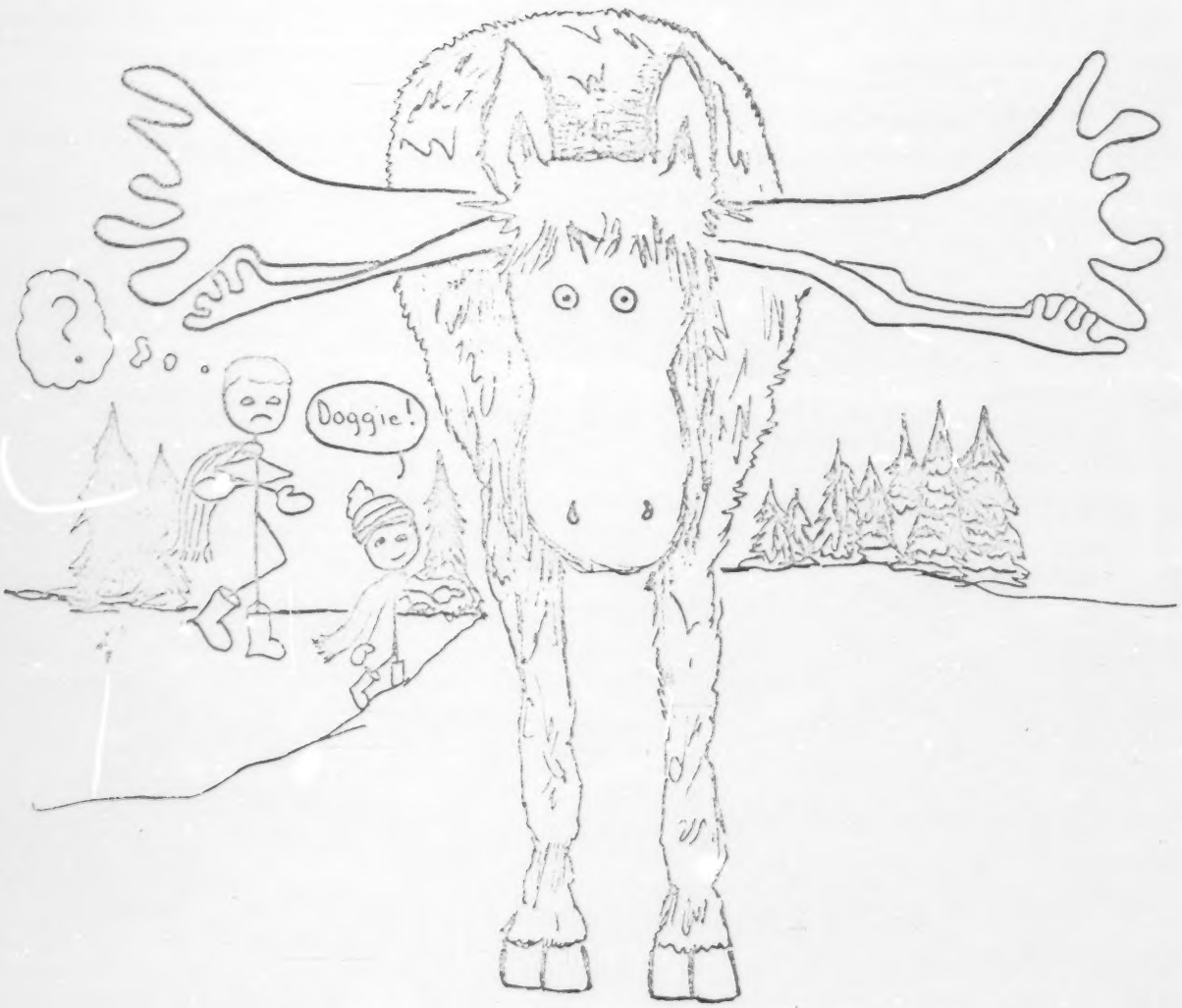
Gestures can "talk" as well as words do. A baby who does not want his food may turn his head, pucker up his face, or push the food away.

If he wants to be held, he uses this gesture which is easily understood:



As he gets a little older, the child needs more advanced skills to express himself. First, however, he must understand what others are expressing to him (receptive language). Some basic words are easily learned by even very young children.

The first words that a child uses are usually nouns, and he uses them in the general sense; all men are Dada and all women are Mama.

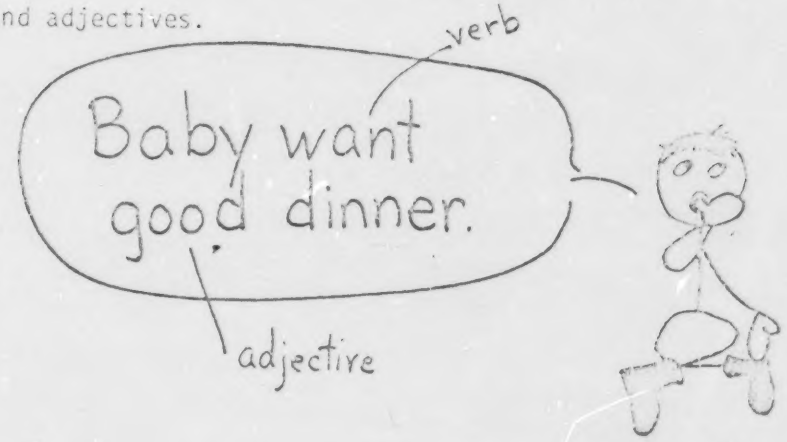


He often uses one word to express a whole thought.

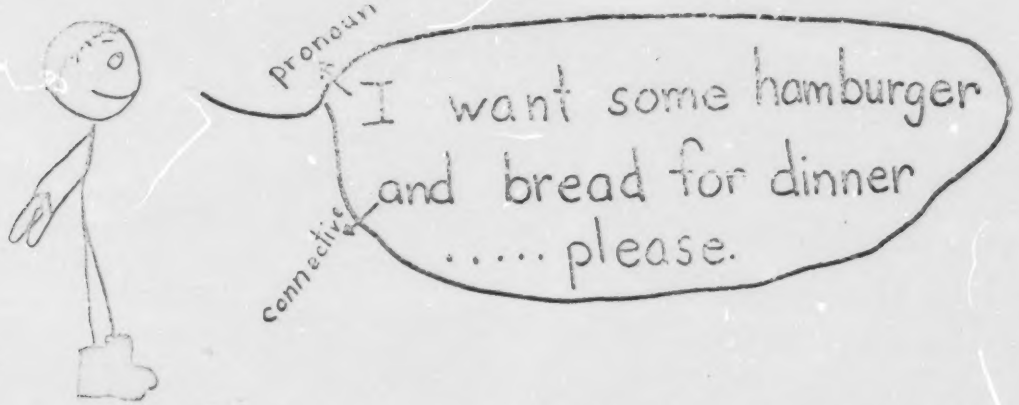
"Eat" in this case probably means "I want to eat."

Beginning with the one or two word phrase, a child quickly learns to pattern sentence structures based on the examples he has heard (from parents, teachers, other children). These structures change rapidly during the pre-school years. At the age of a year and a half, approximately 60% of a child's vocabulary consists of nouns.

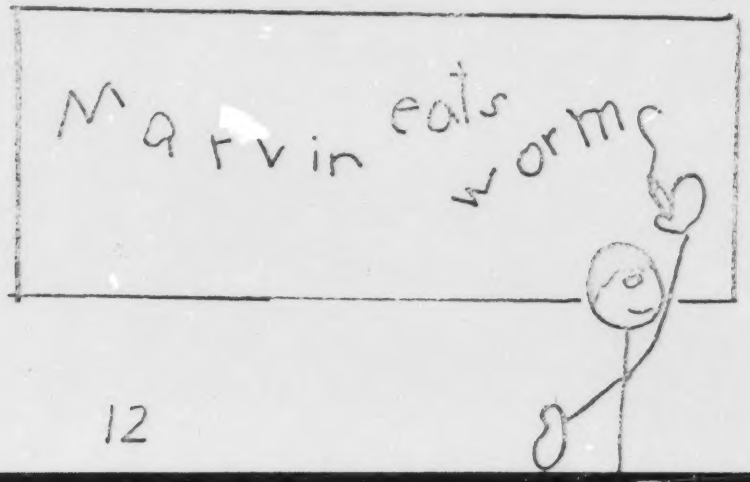
Between the ages of two and three, a child uses an increasing number of verbs and adjectives.



At about four, a child uses pronouns, connectives, and other parts of speech as adults use them.



Eventually, reading, and writing will become an important means of understanding and expressing language.



As the child learns to understand the meaning of words and sentences, he begins to build his vocabularly. At first he may only imitate what he hears, with little true understanding of what he is saying.

Eventually he develops a useful vocabulary of his own.

Summary

Language is important. Research reports seem to indicate that behavior learned with the use of language is acquired more quickly, and is more easily remembered, than what is learned without the use of language. After the age of five and a half, almost all new learning involves language. Skill in communication (speaking, understanding, reading, and writing) is a vital part of a child's general intellectual development.

SPEECH AND LANGUAGE ABILITY CHECK

Child's Name _____ Birthdate _____ Date of Check _____

YES	NO	
___	___	Child answers to name.
___	___	Child tells his first name.
___	___	Child tells his first and last name.
___	___	Child holds up fingers for age.
___	___	Child tells age in years.
___	___	Does the child understand simple questions?
___	___	Does the child use two and three word sentences?
___	___	Is his speech easy to understand?
___	___	Does he use "Baby talk"?
___	___	Is he shy about speaking?
___	___	Does he talk too loudly?
___	___	Does he talk too softly?
___	___	Do you think he hears poorly?
___	___	Does he substitute sounds in words frequently, such as "t" for "s"?
___	___	Does his voice sound strange - breathy, hoarse, nasel, gutteral, etc?

Languages spoken at home.

English ___ Yupik ___ Other _____

Languages spoken at school.

English ___ Yupik ___ Other _____

15

LANGUAGE DISABILITIES

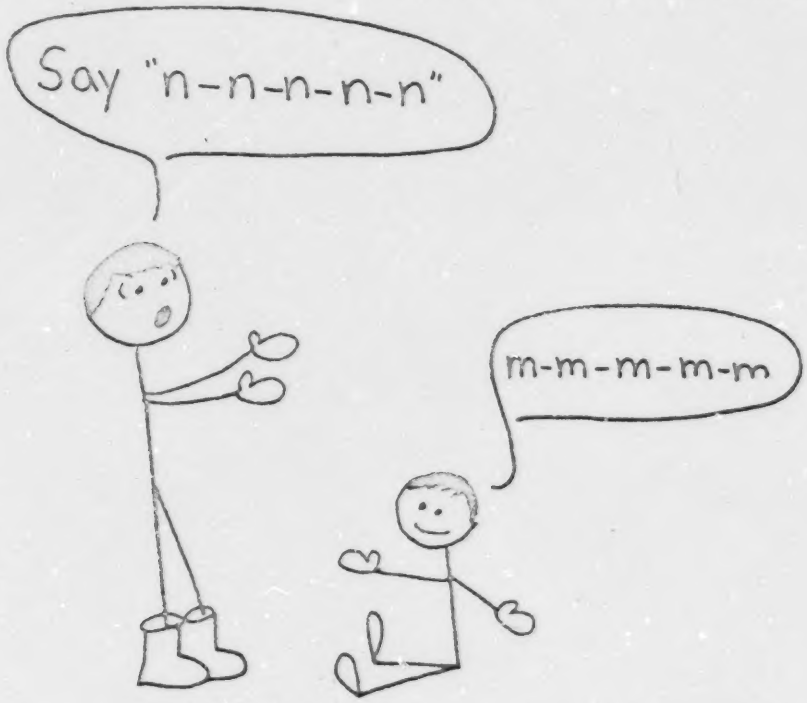
LANGUAGE DISABILITIES

The ability to communicate is an essential part of development. Some children have speech and language problems that make this part of development especially difficult for them.

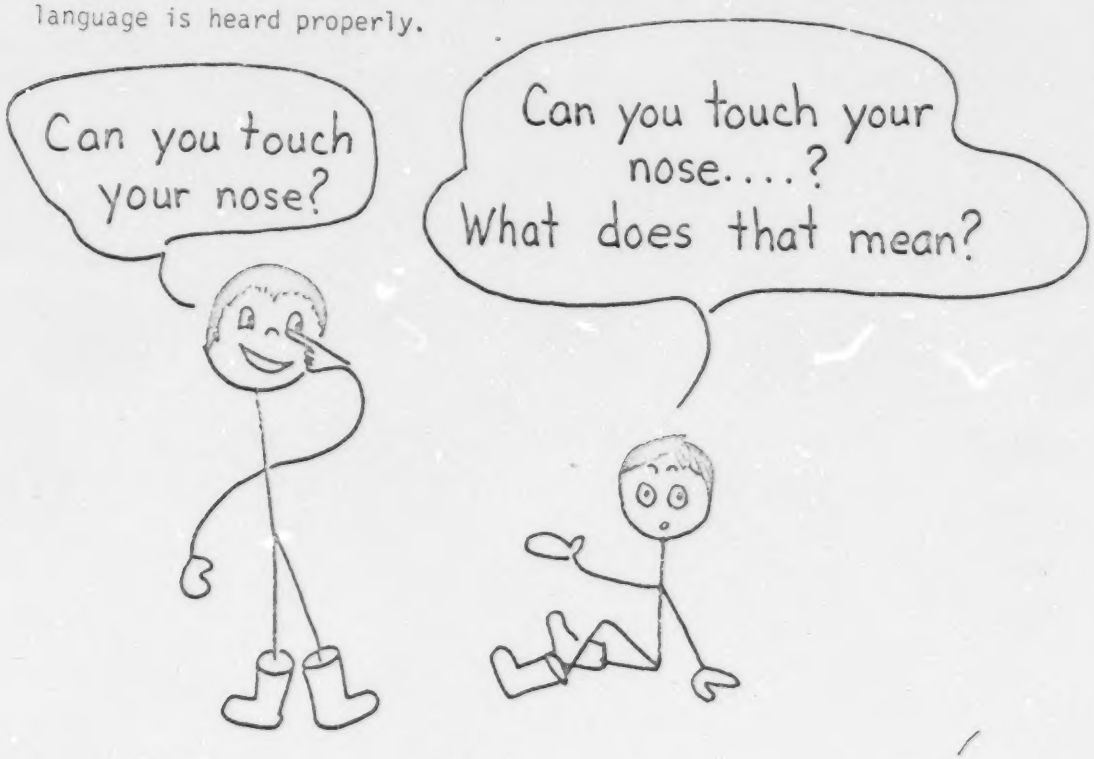
There are various speech and language problems. Some may be receptive, that is, the child does not receive correct information about sounds and language. These are common causes for such disability:

1. Deafness - inability to hear correct sounds and language.

2. Poor auditory discrimination - inability to distinguish between sounds.



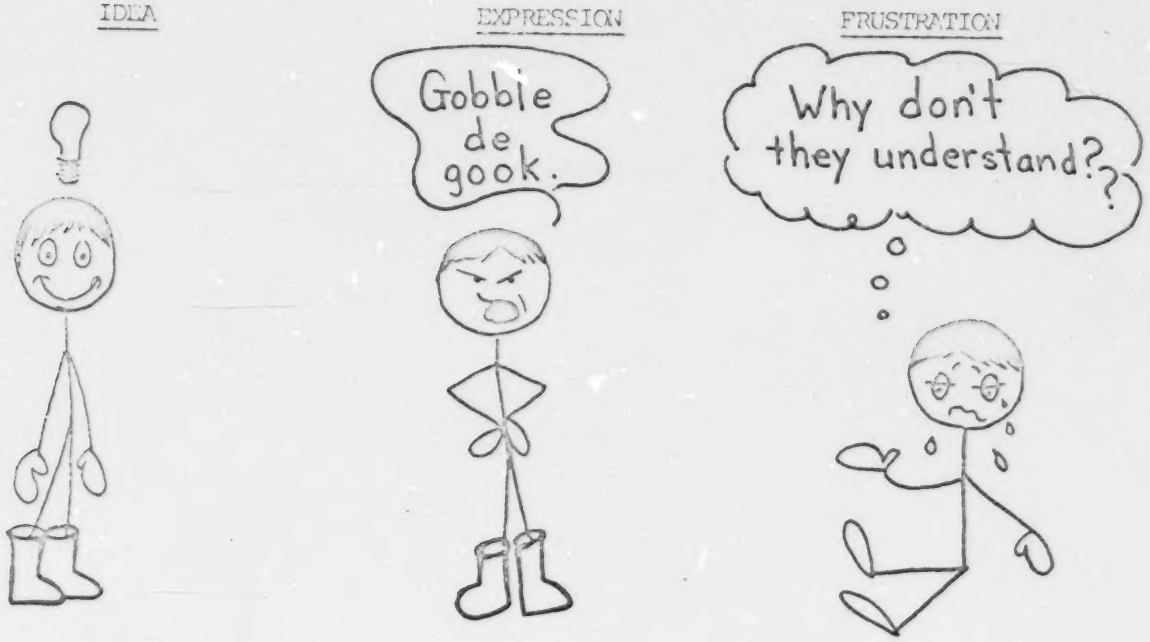
3. Poor comprehension - lack of understanding, even though speech and language is heard properly.



There are also expressive problems. These include:

1. Aphasia - inability to speak, usually caused by damage to the brain.

2. Poor formulation - inability to use and organize speech to convey ideas.



3. Poor articulation - inability to produce language sounds.

4. Poor vocabulary - knowing a limited number of words.

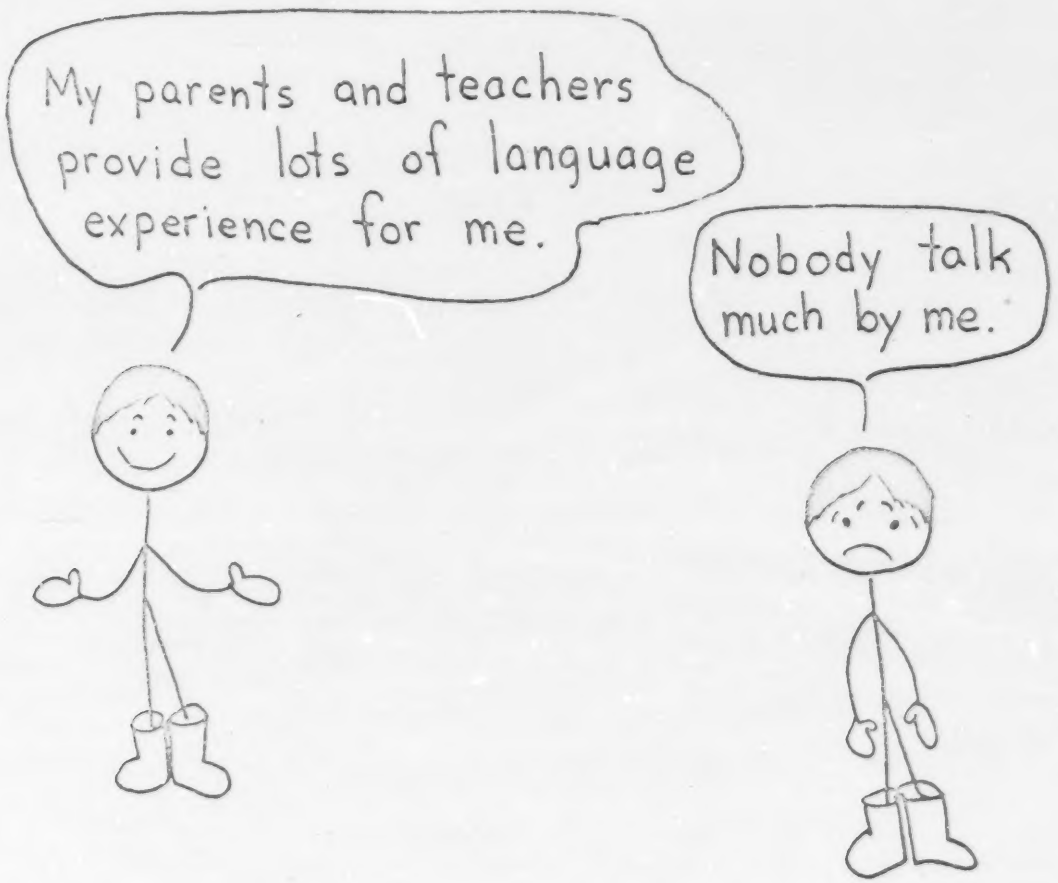
5. Poor syntax - confused word order or non-use of certain parts of speech.

6. Poor inflection - lack of voice quality in volume and pitch.

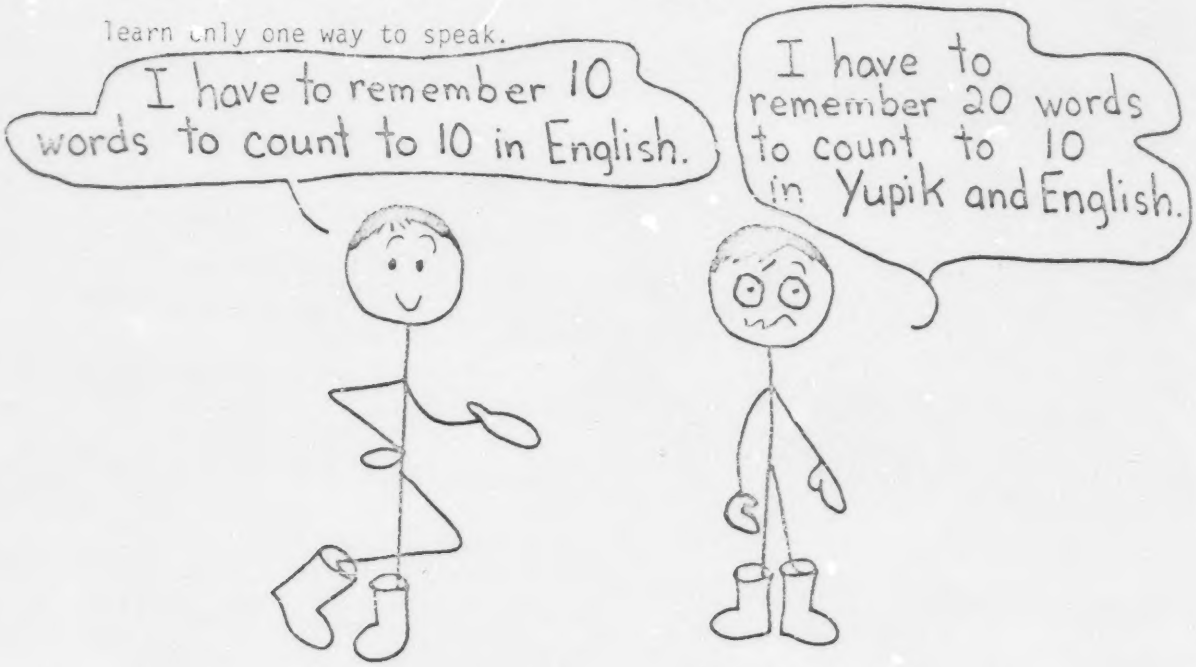
7. Fluency problems - disconnected speech. This is not considered a problem until age 6 or more. Pre-schoolers normally have some degree of non-fluency. If a three year old child repeats the s-s-s-s-sound, or a word like-like-like this, he is not necessarily a stutterer. He is just learning about speech and language and does not have the skill to put sounds together smoothly. Ignore this behavior. It is potentially dangerous to interrupt the child and ask him to start over again.

There are a number of causes for speech and language problems:

1. Deformity of the mouth, jaw, tongue, or larynx (voice box). These structures are used to produce sounds.
2. Poor or delayed motor control.
3. Brain damage or dysfunction.
4. Lack of stimulation. Language and speech are learned. If a child is not exposed to adequate language frequently, it will be harder for him to learn how to speak well than if he has had many good language experiences.



5. Bi-lingual environment. When children are learning two languages at the same time, they cannot be expected to be proficient in both during the pre-school years. They have to learn how to say everything in two different ways, and this takes longer than if they had to learn only one way to speak.



6. Developmental difficulties. If a child is having difficulty in other developmental areas, his speech and language abilities can be affected. If he is having emotional difficulties, he may not be interested in communicating, or may be afraid of failure.
7. Motor difficulties may make it difficult for him to move his mouth and tongue properly for correct speech.
8. A child with intellectual difficulties may not be able to comprehend the complex thought processes often used in language. (Learning difficulties may make the development of language a difficult process.)

Detecting Speech and Language Problems in Children

These are some signs that may indicate real problems in pre-school children:

1. Child is not talking by the age of two.
2. Child does not use two and three word sentences by the age of three.
3. After the age of three, the child's speech is still very difficult to understand.
4. After the age of three, the child leaves off many begining consonants and relies on vowel sounds (AEIOU). For example, he may say "ow mobile" instead of "snow mobile."
5. Child omits endings of words. He may say, "Ta ow my ha," for "Take off my hat."
6. After the age of five, child still produces faulty sentence structure, like saying, "Me store go," for "I am going to the store."
7. The child evidences non-fluency after the age of six (stuttering).
8. Voice quality is poor - too loud or too soft.
9. The voice is nasal-sounding, as if the child were talking through his nose.
10. He appears very shy and embarrassed by his speech. At any age, this indicates a problem.

Helping Children with Language Problems

The best thing a pre-school teacher can do for the child with language difficulties, is to provide him with many normal language development activities.

The book, Teach Your Child to Talk (by the staff of the Developmental Language and Speech Center), has a number of excellent ideas for such help. Material is divided according to age groups, and includes numerous suggestions for appropriate language activities.

Sentence Building and Spontaneous Speech, a report prepared by Ann R. Sanford (for the HCEEAA Pre-school Project for Developmentally Handicapped Children at the Chapel Hill City Schools in North Carolina) lists these practical ideas:

A. Talk to child on toy telephone, asking questions about himself, his family, or some favorite topic.

B. Ask questions concerning picture book.

C. Make finger puppets and have children carry on conversations between puppets.

D. Dramatize simple story or poem.

E. Surprise box or bag - children feel objects and guess what they are holding.

F. Use walkie-talkie.

G. String can telephones.

H. Dress up in costumes to "play" other characters.

I. Place an interesting object inside a shoe box and cut a hole in the end of the box to stimulate a peepshow. Children tell what they see.

J. Obtain a very large cardboard box, paint it, and cut a door and two windows that will open and close. The children get in the box, open

and close the door, look out of the window, and hear or attempt to say, "I see you."

K. Play "tea party" and practice language over refreshments.

L. Arrange refreshments or toys on a table. Child must ask for something before he receives it.

Conclusion

Children with serious speech and language problems should receive professional treatment as early as possible. If you are very concerned about a child's speech and language development, contact the area public health nurse. She will be able to refer the child for a speech and language evaluation.

SPEECH AND LANGUAGE ABILITY CHECK

Child's Name _____ Birthdate _____ Date of Check _____

YES	NO	
___	___	Child answers to name.
___	___	Child tells his first name.
___	___	Child tells his first and last name.
___	___	Child holds up fingers for age.
___	___	Child tells age in years.
___	___	Does the child understand simple questions?
___	___	Does the child use two and three word sentences?
___	___	Is his speech easy to understand?
___	___	Does he use "Baby talk"?
___	___	Is he shy about speaking?
___	___	Does he talk too loudly?
___	___	Does he talk too softly?
___	___	Do you think he hears poorly?
___	___	Does he substitute sounds in words frequently, such as "t" for "s"?
___	___	Does his voice sound strange - breathy, hoarse, nasel, gutteral, etc?

Languages spoken at home.

English ___ Yupik___ Other _____

Languages spoken at school.

English ___ Yupik___ Other_____

28

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, language and linguistics), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents. CIJE is available at libraries, or by subscription from Macmillan Information, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter ($2.00 - 4 issues) which reports on new programs and publications, and RIE documents of special interest. For a complete list of ERIC/ECE Publications, or if you would like to subscribe to the Newsletter write: Publications Office/IREC, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801. All orders must be accompanied by check or money order, payable to the University of Illinois. Sorry, we cannot bill.

ERIC CLEARINGHOUSES--CURRENT ADDRESSES

CAREER EDUCATION
204 Gabel Hall
Northern Illinois University
DeKalb, Illinois 60115

COUNSELING AND PERSONNEL SERVICES
The University of Michigan
School of Education Building
Room 2108, East Univ. & South Univ. Streets
Ann Arbor, Michigan 48104

THE DISADVANTAGED
Teachers College, Box 40
Columbia University
New York, New York 10027

*EARLY CHILDHOOD EDUCATION
University of Illinois
805 W. Pennsylvania Ave.
Urbana, Illinois 61801

EDUCATIONAL MANAGEMENT
University of Oregon
Eugene, Oregon 97403

HANDICAPPED AND GIFTED
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

HIGHER EDUCATION
George Washington University
1 Dupont Circle, Suite 630
Washington, D.C. 20036

INFORMATION RESOURCES
School of Education, SCRDT
Stanford University
Stanford, California 94305

JUNIOR COLLEGES
University of California
96 Powell Library
Los Angeles, California 90024

LANGUAGES AND LINGUISTICS
The Center for Applied Linguistics
1611 N. Kent St.
Arlington, Va. 22209

READING AND COMMUNICATION SKILLS
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

RURAL EDUCATION AND SMALL SCHOOLS
New Mexico State University, Box 3AP
Las Cruces, New Mexico 88003

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION
Ohio State University
1800 Cannon Drive, 400 Lincoln Tower
Columbus, Ohio 43221

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION
1 Dupont Circle N.W., Suite 616
Washington, D.C. 20036

TESTS, MEASUREMENT AND EVALUATION
Educational Testing Service
Princeton, New Jersey 08540

*ERIC/ECE is responsible for research documents on the physiological, psychological, and cultural development of children from birth through age eight, with major focus on educational theory, research and practice related to the development of young children.